



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

AGRICULTURE

GRADE 5

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

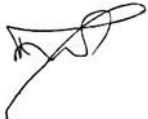
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

| S/No | Learning Area | Number of Lessons Per Week |
|--------------|--|-----------------------------------|
| 1. | English | 5 |
| 2. | Kiswahili / Kenya Sign Language | 4 |
| 3. | Mathematics | 5 |
| 4. | Religious Education | 3 |
| 5. | Science & Technology | 4 |
| 6. | Agriculture | 4 |
| 7. | Social Studies | 3 |
| 8. | Creative Arts | 6 |
| 9. | Pastoral/Religious Instruction Programme | 1 |
| Total | | 35 |

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Agriculture is an integrated learning area comprising aspects of agriculture and home science. The learners will acquire knowledge, skills, attitudes and values related to conservation of resources, food production, hygiene and related production techniques. The learning area anchors on socio-economic pillar of Kenya Vision 2030 to promote health, hygiene, food and nutrition security through education. The curriculum will develop competencies in personal and environmental hygiene, foods and nutrition, basic clothing construction, laundry, crop and animal production and conservation of resources. The acquired knowledge, skills and attitudes will form grounds for further development of the competencies in junior school and beyond.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Upper Primary school, the learner should be able to:

1. participate actively in agricultural and household activities in conservation of resources,
2. use scarce resources through innovative practices to contribute towards food and nutrition security,
3. engage in food production processes for self-sustainability, health and economic development,
4. adopt personal and environmental hygiene practices for healthy living,
5. apply the use of appropriate production techniques, innovative technologies, digital and media resources to enhance sustainable agricultural and household practices,
6. appreciate agricultural and household skills as a worthy niche for hobby, career development, further education and training.

SUMMARY OF STRANDS AND SUB STRANDS

| Strands | Sub Strands | Suggested Number of Lessons |
|--------------------------------------|--|------------------------------------|
| 1.0 Conservation of Resources | 1.1 Soil Conservation | 8 |
| | 1.2 Water Conservation | 9 |
| | 1.3 Conserving Wild Animals | 6 |
| 2.0 Food Production Processes | 2.1 Growing Vegetables | 9 |
| | 2.2 Uses of Domestic Animals | 8 |
| | 2.3 Preservation of Cereals and Pulses | 10 |
| | 2.4 Food Nutrients | 10 |
| | 2.5 Cooking Food | 9 |
| 3.0 Hygiene Practices | 3.1 Good Grooming Practices | 7 |
| | 3.2 Home Hygiene | 9 |
| | 3.3 Laundering Cotton Item | 10 |
| 4.0 Production Techniques | 4.1 Repairing Garments | 11 |
| | 4.2 Constructing Innovative Gardens | 14 |
| Total Number of Lessons | | 120 |

NOTE:

The suggested number of lessons per sub strand may be more or less depending on the context.

1.0 CONSERVATION OF RESOURCES

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry questions |
|--|---|--|--|--|
| 1.0 Conservation of Resources | 1.1 Soil Conservation (8 lessons) | By the end of the sub-strand the learner should be able to: a) identify sites for soil improvement in the school or community, b) construct organic waste pit for soil improvement, c) demonstrate use of plant remains for soil improvement. | Learners are guided to: • discuss and identify sites in the school or community that have poor soil for crop growth, • construct a pit, a site or a structure for damping plant residue and suitable food remains and organic kitchen wastes in school, • plant crop in a residue pit to observe and appreciate soil improvement from accumulated organic wastes. | How can we improve the soil using suitable organic wastes? |
| Core competencies: Critical thinking and problem solving: observation skills as learners identify appropriate sites for soil improvement. | | | | |
| Values: Unity: collaborative skills as learners construct organic waste pit for soil improvement. | | | | |
| Pertinent and contemporary issues: Environmental conservation as learners recycle organic wastes through the organic waste pit. | | | | |
| Link to other learning areas: Learners relate the construction and use of organic waste pit to waste management skills learnt in Science and Technology. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry questions |
|---|---|---|--|--|
| 1.0 Conservation of Resources | 1.2. Water Conservation (9 lessons) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify ways of conserving water for household gardening, b) practice water conservation within the school or community, c) appreciate importance of conserving water in the community. | Learners are guided to: <ul style="list-style-type: none"> • use devices or other resources to search for information on ways of water conservation such as <i>mulching, cover cropping and shading</i> in kitchen and backyard gardening, • practise various ways of conserving water in farming (<i>mulching, shading, cover cropping</i>) within the school, • experiment mulching (mulch some crops and leave others un-mulched and compare moisture conservation), • make presentations to share experiences on importance of conserving water (mulching, cover cropping and shading) in kitchen and backyard gardening activities. | How can we conserve soil water in household gardening practices? |
| Core competencies: Learning to learn: learning independently as learners engage in self-driven tasks for water conservation. | | | | |
| Values: Integrity: taking personal responsibility in the use of digital devices while searching for information on water conservation. | | | | |
| Pertinent and contemporary issues: Environmental awareness as the learners conserve soil moisture through gardening practices. | | | | |
| Link to other learning areas: Learners relate water conservation to knowledge on natural resources in the environment learnt in Social Studies. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|---|--|---|
| 1.0 Conservation of Resources | 1.3 Conserving Wild Animals (6 lessons) | By the end of the sub strand the learner should be able to: a) identify ways of repelling wild animals to avoid damage of property, b) repel wild animals to avoid destruction of property, c) appreciate importance of living better with wild animals. | Learners are guided to: <ul style="list-style-type: none"> • watch video clips or listen to a resource person on safe ways of repelling wild animals (such as use of smoke, smells) to avoid damage on property (crops and domestic animals) and live better with wild animals, • innovate safe ways of repelling small wild animals (<i>smoke, use of smell repellent or any other</i>), • discuss and make presentations on importance of conserving wild animals in the environment. | How can we repel wild animals to avoid destruction of property? |
| Core competencies: Critical thinking and problem solving: evaluation and decision making skill as learners explore ways of solving destruction of property by wild animals. | | | | |
| Values: Patriotism: learners show love for the environment by conserving animal diversity. | | | | |
| Pertinent and contemporary issues: Conservation of biodiversity as learners appreciate cultural heritage in their community. | | | | |
| Link to other learning areas: Learners relate conservation of wild animals to conservation of natural resources learnt in Social Studies. | | | | |

Suggested Assessment Rubric

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|--|--|--|
| Ability to describe conservation of resources in the environment: <i>(soil, water and wild animals).</i> | The learner describes conservation measures of <i>three</i> resources in the environment. | The learner describes conservation measures of <i>two</i> resources in the environment. | The learner describes conservation measures of <i>one</i> resource in the environment. | The learner makes <i>a partial description</i> of a resource in the environment. |
| Ability to conserve resources in the environment: <i>(soil, water and wild animals).</i> | The learner conserves <i>three</i> resources in the environment. | The learner conserves <i>two</i> resources in the environment. | The learner conserves <i>one</i> resource in the environment. | The learner <i>partially conserves</i> a resource in the environment. |
| Ability to show critical thinking and problem solving in conservation of resources: <i>(seeks information, finds help when needed, explores possible solutions, completes task).</i> | The learner shows <i>four</i> indicators of critical thinking and problem solving in conservation of resources. | The learner shows <i>three</i> indicators of critical thinking and problem solving in conservation of resources. | The learner shows <i>two</i> indicators of critical thinking and problem solving in conservation of resources. | The learner shows <i>less than two</i> indicators of critical thinking and problem solving in conservation of resources. |

2.0 FOOD PRODUCTION PROCESSES

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|--|--|--|---|--|
| 2.0 Food Production Processes | 2.1 Growing Vegetables (9 lessons) | By the end of the sub strand the learner should be able to: a) identify gardening practices in growing vegetables, b) establish a nursery bed for vegetables, c) care for vegetable seedlings after transplanting, d) appreciate the importance of vegetables in provision of healthy meals. | Learners are guided to: <ul style="list-style-type: none"> • brainstorm and share experiences on gardening practices of vegetables in a <i>nursery bed</i>, • prepare a nursery bed (<i>container or ground nursery</i>), sow vegetable seeds and take care of the seedlings, • transplant vegetable seedlings and take care of the seedlings, • make class presentations on importance of growing vegetables as a source of food for animals and humans. | How does growing vegetables contribute to food production? |
| Core competencies: Self-efficacy: self-drive as learners undertake projects to grow vegetable crops. | | | | |
| Values: Social justice: learners foster fairness in sharing and undertaking of duties in the vegetable production project. | | | | |
| Pertinent and contemporary issues: Financial literacy as the learners appreciate saving on cost at school or family level by growing own vegetables. | | | | |
| Link to other learning areas: Learners relate growing of vegetables to social economic activities in the community learnt through Social Studies. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|--|--|--|---|--|
| 2.0 Food Production Processes | 2.2 Uses of Domestic Animals (8 lessons) | By the end of the sub strand the learner should be able to: a) identify uses of various domestic animals in food production processes, b) relate various domestic animals to their uses, c) appreciate the importance of domestic animals in food production. | Learners are guided to: <ul style="list-style-type: none"> • brainstorm and share experiences on the uses of domestic animals in food production (<i>bees, rabbits, camels, fish, pigs, donkeys, dogs and cats</i>), • match domestic animals to their uses, • make class presentations on importance of domestic animals in various food production processes while relating contributions of all the scoped animals. | How are domestic animals important in food production? |
| Core competencies: Communication: speaking clearly and effectively as learners make presentations on uses of domestic animals in food production. | | | | |
| Values: Patriotism: appreciating own culture by recognising diversity of domestic animals reared in the country. | | | | |
| Pertinent and contemporary issues: Food and nutrition security as the learners appreciate the direct and indirect uses of domestic animals in food production. | | | | |
| Link to other learning areas: Learners relate the rearing and uses of domestic animals as socio-economic activity learnt in Social Studies. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|---|---|--|
| 2.0 Food Production Processes | 2.3 Preservation of Cereals and Pulses (10 lessons) | By the end of the sub strand the learner should be able to: a) describe methods of preserving cereals and pulses in the locality, b) preserve cereals and pulses for food security, c) appreciate the importance of preserving cereals and pulses for food security. | Learners are guided to: <ul style="list-style-type: none"> • brainstorm and share experiences on methods of preserving and storing cereals and pulses (<i>such as sun drying, use of ashes, use of airtight containers</i>) at household level, • preserve and store cereals and pulses using methods such as sun drying, use of ash and airtight containers. • make class presentations to share experiences on importance of preserving and storing cereals and pulses. | How does preservation and storage of cereals and pulses enhance food security? |
| Core competencies: | | | | |
| Critical thinking and problem solving: exploring ways of preserving and storing cereals and pulses to prevent spoilage. | | | | |
| Values: | | | | |
| Unity: taking turns while undertaking tasks in preservation of cereals and pulses. | | | | |
| Pertinent and contemporary issues: | | | | |
| Food and nutrition security as learners preserve available cereals and pulses to prevent food spoilage. | | | | |
| Link to other learning areas: | | | | |
| Learners relate skills in preservation of cereals and pulses to farming activities in the community learnt in Social Studies. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|---|---|--|
| 2.0 Food Production Processes | 2.4 Food Nutrients (10 lessons) | By the end of the sub strand the learner should be able to: a) explain functions of food nutrients in the body, b) categorise foods based on their major nutrients, c) identify nutritional diseases and disorders associated with poor eating habits, d) appreciate the importance of various nutrients in the body. | learners are guided to: <ul style="list-style-type: none"> • search and share information on functions of food nutrients (<i>carbohydrates, vitamins, proteins, fats</i>), • use samples of food materials and photographs to categorise foods based on their major nutrients (<i>protein rich foods, carbohydrates rich foods, vitamins and minerals rich foods</i>), • use print and digital devices to search for information on various nutritional diseases and disorders such as kwashiorkor, marasmus, goiter and anaemia, • make class presentations on the importance of various nutrients in the body. | Why is the knowledge of food nutrients important in food production? |
| Core Competencies: | | | | |
| Digital literacy: interaction with digital technologies while searching for information on food nutrients. | | | | |
| Values: | | | | |
| Unity: respect of each other's opinions while making presentations on importance of nutrients in the body. | | | | |
| Pertinent and contemporary issues: | | | | |
| Health promotion as learners learn the importance of food nutrients in the body. | | | | |
| Link to other learning areas: | | | | |
| Learners relate food nutrients to prevention of non-communicable diseases learnt in Science and Technology. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|--|--|--|---|---|
| 2.0 Food Production Processes | 2.5 Cooking Food <ul style="list-style-type: none"> • <i>Dry Fat Frying</i> • <i>Deep Frying</i> (9 lessons) | By the end of the sub strand the learner should be able to: a) describe various methods of cooking food, b) cook foods using various methods, c) embrace dry fat frying and deep frying in food production. | Learners are guided to: <ul style="list-style-type: none"> • watch video clip or demonstration on dry fat frying and deep frying methods of cooking, • cook foods using dry fat frying and deep frying methods, • serve foods that have been cooked through dry fat frying and deep frying methods. | How can we cook foods using dry fat frying and deep frying methods? |
| Core Competencies: Learning to learn: self-discipline as learners work cautiously to fry foods. | | | | |
| Values: Responsibility: taking personal initiative to observe safety as learners handle hot oils and equipment in frying foods. | | | | |
| Pertinent and contemporary issues: Safety and security for self and others as learners handle hot equipment and fat while frying food. | | | | |
| Link to other learning areas: Learners relate safety and first aid from burns and scald to knowledge learnt in Science and Technology. | | | | |

Suggested Assessment Rubric

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|--|--|--|
| Ability to describe food production processes: <i>(growing vegetables, use of domestic animals, preservation of cereals and pulses, cooking by frying).</i> | The learner describes <i>four</i> food production processes. | The learner describes <i>three</i> food production processes. | The learner describes <i>two</i> food production processes. | The learner describes <i>less than two</i> food production processes. |
| Ability to apply food production processes at household level. <i>(growing vegetables, use of domestic animals, preservation of cereals and pulses, cooking by frying).</i> | Applies <i>four</i> food production processes at household level. | Applies <i>three</i> food production processes at household level. | Applies <i>two</i> food production processes at household level. | Applies <i>less than two</i> food production processes at household level. |
| Ability to upholds integrity in carrying out activities of food production processes: <i>(commitment to tasks, is honest, has prudence in use of resources and accountable).</i> | The learner upholds <i>four</i> indicators of integrity in carrying out activities of production processes. | The learner upholds <i>three</i> indicators of integrity in carrying out activities of production processes. | The learner upholds <i>two</i> indicators of integrity in carrying out activities of production processes. | The learner upholds <i>less than two</i> indicators of integrity in carrying out activities of production processes. |

3.0 HYGIENE PRACTICES

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|---|---|--|
| 3.0 Hygiene Practices | 3.1 Good Grooming Practices <ul style="list-style-type: none"> • <i>Dressing</i> • <i>Etiquette</i> <p>(7 lessons)</p> | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) describe good grooming as a daily health habit, b) practice good grooming as a daily health habit, c) appreciate good grooming as a healthy habit. | Learners are guided to: <ul style="list-style-type: none"> • discuss and share experiences on aspects of good grooming (dressing and etiquette) for different occasions, • demonstrate different ways of dressing and etiquette for different activities, • conduct class modelling on different ways of dressing and etiquette to appreciate good grooming habits for different activities. | How does good grooming promote personal hygiene? |
| Core competencies: Self-efficacy: identification of self as learners develop good grooming habits. | | | | |
| Values: Respect: positive regard for self and others as learners adopt good grooming habits. | | | | |
| Pertinent and contemporary issues: Health promotion as learners adopt preventive health practices through good grooming habits. | | | | |
| Link to other learning areas: Learners relate good grooming habits to self-discovery learnt in Social Studies. | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|--|--|--|--|
| 3.0 Hygiene Practices | 3.2 Home Hygiene (9 lessons) | By the end of the sub strand the learner should be able to: a) identify surfaces made from different materials in home environment, b) clean different types of surfaces in the home environment, c) appreciate living in a clean home environment to promote healthy living. | Learners are guided to: <ul style="list-style-type: none"> • discuss and share experiences on surfaces made from different materials such as <i>glass, wooden, earthen floors, cemented and tiled,</i> • clean different types of surfaces such as <i>glass, wooden, earthen floors, cemented and tiled,</i> • maintain cleanliness of surfaces in the school to appreciate living in clean environment. | How do you clean surfaces made from different materials? |
| <p>Core Competencies: Communication and collaboration: listening and speaking skills using facts to support opinions in brainstorming on home hygiene.</p> | | | | |
| <p>Values: Unity: taking turns in activities while learners participate in cleaning surfaces.</p> | | | | |
| <p>Pertinent and contemporary issues: Safety of self and others while learners clean various types of surfaces at home or school.</p> | | | | |
| <p>Link to other learning areas: Learners relate cleaning of surfaces to prevention of contamination and prevention of spreading communicable diseases learnt in Science and Technology.</p> | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|--|--|---|
| 3.0 Hygiene Practices | 3.3 Laundering Cotton Item (10 lessons) | By the end of the sub strand the learner should be able to: a) describe how to launder a cotton item, b) launder a cotton item for personal hygiene, c) appreciate importance of laundry work for hygiene purposes. | Learners are guided to: <ul style="list-style-type: none"> • watch a clip or observe a demonstration on how to launder a cotton item (<i>white and fast coloured cotton</i>), • launder a white and fast coloured cotton item, • practice laundering of white and fast coloured items at home to appreciate the importance of laundry work for personal hygiene. | How does laundering cotton items promote hygiene? |
| Core Competencies: Leaning to learn: sharing of ideas when carrying out activities with peers in laundering cotton items. | | | | |
| Values: Responsibility: taking care of personal items in the laundering of cotton items. | | | | |
| Pertinent and contemporary issues: Personal hygiene as they clean cotton items to promote health. | | | | |
| Link to other learning areas: Learners relate personal hygiene to communicable diseases learnt in Science and Technology. | | | | |

Suggested Assessment Rubric

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|--|---|---|
| Ability to describe hygiene practices as a daily health habit: <i>(good grooming, home hygiene, laundering items).</i> | The learner describes <i>three</i> hygiene practices observed as daily health habit. | The learner describes <i>two</i> hygiene practices observed as daily health habit. | The learner describes <i>one</i> hygiene practice observed as daily health habit. | The learner gives <i>partial description</i> of hygiene practices observed as daily health habit. |
| Ability to carry out hygiene practices as a daily health habit. <i>(good grooming, home hygiene, laundering items).</i> | The learner carries out <i>three</i> hygiene practices observed as daily health habit. (good grooming, home hygiene, laundering items) as daily health with specific attention to details. | The learner carries out <i>two</i> hygiene practices observed as daily health habit. | The learner carries out <i>one</i> hygiene practice observed as daily health habit. | The learner partially carries out <i>a</i> hygiene practice observed as daily health habit. |
| Ability to exhibit responsibility in hygiene practices: <i>(care for self, own property and others, observes safety and is self-directed).</i> | The learner exhibits <i>four</i> aspects of responsibility in hygiene practices. | The learner exhibits <i>three</i> aspects of responsibility in hygiene practices. | The learner exhibits <i>two</i> aspects of responsibility in hygiene practices. | The learner exhibits <i>less than two</i> aspects of responsibility in hygiene practices. |

4.0 PRODUCTION TECHNIQUES

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|--|--|--|--------------------------------|
| 4.0 Production Techniques | 4.1 Repairing Garments (11 lessons) | By the end of the sub strand the learner should be able to: a) identify stitches used in repairing garment, b) make samples of stitches used to repair garments, c) use the stitches to repair gaping seam d) adopt the use of stitches to repair of garments. | Learners are guided to: <ul style="list-style-type: none"> • use pictures, samples of garments, video clips and charts to identify stitches such as <i>back stitch and running stitch</i> used in repairing garment, • make samples of running and back stitches, • use back stitch and running stitch to repair gaping seam, • make use of back stitch and running stitch repair their daily wear. | How can we repair garments? |
| <p>Core Competencies: Critical thinking and problem solving: evaluation and decision making skills as learners explore ways of repairing garment.</p> | | | | |
| <p>Values: Responsibility: taking care of personal items through repairing of gaping seams.</p> | | | | |
| <p>Pertinent and contemporary issues: Financial literacy as learners save costs by repairing own clothes.</p> | | | | |
| <p>Link to other learning areas: Learners relate cloth repairing skills such as choice and use of colours to aesthetic skills learnt in Creative Arts.</p> | | | | |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Suggested key inquiry question |
|---|---|--|---|--|
| 4.0 Production Techniques | 4.2 Constructing Innovative Gardens <ul style="list-style-type: none"> • <i>Horizontal gardens</i> • <i>Vertical gardens</i> <p>(14 lessons)</p> | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) distinguish between horizontal and vertical innovative gardening, b) construct innovative gardens for growing crops, c) adopt the use of innovative gardens in growing crops. | Learners are guided to: <ul style="list-style-type: none"> • watch or observe stimulus materials (video clips, pictures and photographs) on innovative gardening practices to differentiate between <i>vertical and horizontal gardens</i>, • use <i>sacks, plastic bottles, walls, plastic pipes</i> among others to construct vertical and horizontal gardens for growing crops, • use the vertical and horizontal gardens to grow appropriate crop. | How can gardening be done on vertical and horizontal spaces? |
| Core competencies: Creativity and imagination: designing and assembling skills as learners innovate vertical and horizontal gardens. | | | | |
| Values: Unity: team spirit as learners take turns in constructing vertical and horizontal gardens. | | | | |
| Pertinent and contemporary issues: Environmental awareness as learners utilise limited spaces through use of vertical and horizontal gardens. | | | | |
| Link to other learning areas: Learners relate designing structures and use of craft tools and equipment to skills learnt in Creative Arts. | | | | |

Suggested Assessment Rubric

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|--|--|--|
| <p>Ability to explain various techniques in production processes:</p> <p><i>(repair of garments, construction of vertical, and construction of horizontal gardens).</i></p> | The learner explains <i>three</i> production techniques. | The learner explains <i>two</i> production techniques. | The learner explains <i>one</i> production technique. | The learner gives partial explanation of a production technique. |
| <p>Ability to apply various techniques in production processes:</p> <p><i>(repair of garments, construction of vertical, and construction of horizontal gardens).</i></p> | The learner applies <i>three</i> techniques in various production processes. | The learner applies <i>two</i> techniques in various production processes. | The learner applies <i>one</i> technique in various production processes. | The learner partially applies a technique in a production process. |
| <p>Ability to exhibit creativity and imagination in carrying out various production techniques:</p> <p><i>(Generates new ideas, combines different concepts, uses creativity in work contexts, actualises imagined ideas).</i></p> | The learner exhibits <i>four</i> indicators of creativity and imagination in various production techniques. | The learner exhibits <i>three</i> indicators of creativity and imagination in various production techniques. | The learner exhibits <i>two</i> indicators of creativity and imagination in various production techniques. | The learner exhibits <i>less than two</i> indicators of creativity and imagination in various production techniques. |

ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

| Strand | Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-formal Activities |
|--------------------------------------|--|--|---|
| 1.0 Conservation of Resources | <p>Observation of learning.</p> <p>Tests (written and oral).</p> <p>Project.</p> | <p>Organic materials for composting (slashed vegetation, kitchen wastes and animal wastes).</p> <p>Gardening tools such as <i>jembes</i>, spade, hosepipe, containers like bottles, buckets and Jerrycans.</p> <p>Mulching materials such as dry grass and leaves.</p> <p>Cooking tools and equipment such as pans and <i>sufuria</i>.</p> | <ul style="list-style-type: none"> • Clean-up activities to collect composting materials from the environment. • Initiating soil conservation activities in the school based on common forms of erosion in the environment. • Initiating water harvesting and conservation activities based on common form of water wastage points in the school. • Initiating installation of bird feeding table to conserve and nourish wild birds using waste foods. |
| 2.0 Food Production Processes | <p>Observation of learning</p> <p>Tests (written and oral)</p> <p>Project</p> | <p>Seedbeds (container or ground seedbeds).</p> <p>Assorted planting materials for crops such as carrots, millet, vegetables.</p> | <ul style="list-style-type: none"> • Participate in 4k clubs, ASK shows and exhibitions. • Creating talking walls to sensitise the community. • Peer teaching other on use and care of kitchen equipment. |

| Strand | Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-formal Activities |
|------------------------------|---|--|--|
| | | <p>Assorted planting materials for fruits and trees (seeds, seedlings, cuttings).</p> <p>Assorted gardening tools and equipment such as <i>pangas, jembes</i> and forked <i>jembes</i>, watering cans.</p> <p>Assorted kitchen tools and equipment (<i>cooking pans and pots, chopping boards, kitchen knife, wooden spoon, frying spoon</i>).</p> <p>Source of energy for cooking. Assorted foodstuffs.</p> | <ul style="list-style-type: none"> • Sensitization debates on conservative use of fuels. • Making exhibitions of fuel and energy saving equipment and cooking methods. |
| 3.0 Hygiene Practices | <p>Observation of learning Tests (written and oral) Project</p> | <p>Hand washing materials and equipment.</p> <p>Assorted PPEs (gloves, masks, gumboots, head gear).</p> | <ul style="list-style-type: none"> • Creating sensitization messages and talking walls. • Initiating handwashing points. |

| Strand | Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-formal Activities |
|----------------------------------|---|--|--|
| | | <p>Cleaning materials and equipment such as buckets/basin, brooms, brushes.</p> <p>Assorted samples of clothing materials such as fast and white coloured items.</p> | |
| 4.0 Production Techniques | <p>Observation of learning</p> <p>Tests (written and oral)</p> <p>Project</p> | <p>Needle work tools and equipment such as needles, crocheting hooks, scissors, tape measures, sewing thread, yarn, dress maker pins, fabric, pin cushion, thimbles.</p> | <ul style="list-style-type: none"> • Creating sensitisation messages and talking walls. |

COMMUNITY SERVICE LEARNING (CSL)

CSL at Upper Primary (Grade 4, 5 and 6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.